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ABSTRACT

A review and report on the literature dealing with the use of media in academic library orientation for the inclusive period of 1950 to 1972 is presented in this paper. In a few cases papers relating to special or high school library orientation have been included when the approach and information is equally useful for academic libraries. The bibliography is divided into two parts. The first part is arranged in alphabetical order by source to assist the reader in searching the literature. Each entry is preceded by an abstract number and a letter. The letter indicates the subject emphasis of the article and corresponds to the subjects listed. The second part consists of an author index. (Author/NH)

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THE NEW MEDIA IN ACADEMIC LIBRARY ORIENTATION 1950-1972:

AN ANNOTATED BIBLIOGRAPHY

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MEDIA RETRIEVAL SERVICES

UNIVERSITY OF WISCONSIN - STOUT

JANUARY 1973

LI 004 027

Academic librarians are fast emerging from a decade in which they were literally slaves of the resources they were acquiring. Thus the major thrust of libraries has been to meet the demands of technical services functions. At the same time academic librarians became aware that faculty and students could not cope with the increasing complexity of library organizations and information systems with which they were faced. What has emerged is, perhaps, one of the most perplexing problems facing academic librarians today, namely, teaching the public to make effective use of the library.

The purpose of this paper is to review and report on the literature dealing with the use of media in academic library orientation for the inclusive period of 1950 to 1972. In a few cases papers relating to special or high school library orientation have been included when the approach and information is equally useful for academic libraries.

After reviewing more than seventy articles dealing with the use of media in library orientation one can draw a number of general conclusions: (1) librarians have experimented with a wide range media but have done little hard research on the effectiveness of media in library orientation; (2) the generally enthusiastic acceptance of media encountered in print is often at odds with the pessimism expressed, about the same program, in private correspondence; (3) although the last several years have shown a rapid growth in the utilization of media, as reflected in the literature, many excellent programs and a wealth of experiences have not been reported in print; (4) television seems to be falling from favor as the emphasis changes from group to individualized instruction, we may, however, see a revival of interest in television with the advent of video cassettes and cheaper light weight television cameras; (5) slide tape programs have been steady performers over the years.

This approach seems to have been used successfully by more libraries than any other media; (6) the use of audio cassettes is increasing because of its acceptance by the public, its flexibility and ease of production; and (7) computer assisted instruction is moving from the laboratory to the library. Recent experiments have shown that it is economically feasible as well as practical to have on-line terminals situated at the point of use in the library.

The bibliography is divided into two parts. The first part is arranged in alphabetical order by source to assist the reader in searching the literature. Each entry is preceded by an abstract number and a letter. The letter indicates the subject emphasis of the article and corresponds to the subjects listed below. The second part consists of an author index.

SUBJECT CODE

A. Audio-tapes (reel to reel and cassette)

B. Bibliographies of available software

C. Computer assisted instruction

D. Films

E. General papers dealing with the use of media in library orientation

F. Programmed learning

G. Slides

H. Slide-tape

I. Teaching machines

J. Television

A.L.A. BULLETIN

1J - Bartlett, Bertrice. "The Stephens College Library Orientation Program," A.L.A. BULLETIN, 58:311-314, April, 1964.

The basic philosophy of the program is to give students self sufficiency in library use. The program consists of three parts, a library tour, a televised lecture and two briefing sessions one on reference books and a second on indexes. The TV lecture called "The Language of the Library" makes two points: first, the system of symbols and notations used by libraries is a specialized language and second, the purpose of the system is to help rather than hinder the patron. The TV lecture is followed by a short quiz.

2F - Hines, Theodore C. "Programmed Learning and In-Service Training in Libraries," A.L.A. BULLETIN, 58:717-24, September, 1964.

Programmed instruction, for in-service training, is suitable where there are enough people to be trained to justify the production of what is, essentially, a very expensive textbook. Where this is possible, the cost per person instructed can be reduced or taining time can be reduced. Normal library in-service training does not seem to meet this criterion. The greatest potential for programmed instruction seems to lie in the area of teaching library school classes and for general library orientation.

AMERICAN LIBRARIES

3C - Culkin, Patricia B. "CAI Experiment," AMERICAN LIBRARIES, 3:643-45, June, 1972.

A new and exciting program utilizing CRT terminal to access fourteen instructional programs on basic reference tools. Includes a description of how the program works in practice.

ARKANSAS LIBRARIES

4G - Upchurch, Grace. "Library Orientation By Means of Color Slides," ARKANSAS LIBRARIES, 12:11-13, October, 1955.

A slide presentation was developed for use with summer school students, in the College of Education, at the University of Arkansas.

AUDIOVISUAL INSTRUCTION

5A - Peterman, Edward and Jim Holsclaw. "Library Orientation in a New Mode," AUDIOVISUAL INSTRUCTION, 16:46-47, February, 1971.

Evaluates an experiment using cassette tapes as a mode of library orientation. Five tapes were utilized; (1) introduction to the card catalog, (2) how to use the Readers Guide, (3) introduction to the reference area, (4) the Education Index and the use of microfilm and (5) a review of the previous 4 tapes. The experiment was well received and plans have been made to produce additional tapes.

6H - Rao, Paladugu. "Library Orientation: A Multimedia Approach at Eastern," AUDIOVISUAL INSTRUCTION, 15:83-84, May, 1970.

Describes the development, utilization and advantages of a short slide tape orientation program.

CALIFORNIA SCHOOL LIBRARIES

"B - Brown, Jeanne Y. and Robert C. Carter. "Mix Well With Media," CALIFORNIA SCHOOL LIBRARIES, 41:92-93+, January, 1970.

A brief bibliography of media used in teaching a one credit library orientation course.

CANADIAN LIBRARY

8J - Doig, Judith. "CCTV: The Second Year at Windsor," CANADIAN LIBRARY, 25:44-46, July 1968.

Describes the extensive revisions made in the University of Windsor CCTV Library Orientation Course (CANADIAN LIBRARIES 24:124-6, Sept., 1967). Major emphasis was placed upon informality of presentation.

9J - Garen, Robert J. "Library Orientation on Television," CANADIAN LIBRARY, 24:124-26, September, 1967.

Six library orientation lectures were placed on video-tape for use over CCTV. Each tape about 30 min. in length, was presented followed by a 5 minute quiz. A librarian then answered student questions. The results of a student questionnaire found the program to be a success. Important student reactions are given along with suggestions for improving future CCTV programs.

10H - Gattinger, F. Eugene. "Orienting the Freshman to the Library," CANADIAN LIBRARY, 21:390-94, March, 1965.

The orientation program covers four areas: the card catalog, periodical indexes, reference books and a tour of the library. The librarians bibliographical unit, the 3 x 5 main entry card was used as a continuity device. Approximately 100 2 x 2 color slides were prepared and synchronized with a 45 min. tape consisting of music and commentary. The author outlines the content into nine areas and indicates the rationale, number of slides and running time for each.

COLLEGE AND RESEARCH LIBRARIES

11G - Alston, Annie May. "The Happy Medium in Library Instruction at the College Level," COLLEGE AND RESEARCH LIBRARIES, 21:469-470, Nov., 1960.

Briefly outlines a three stage orientation program designed for freshmen, sophomores-junior and seniors.

The freshmen segment is divided into two parts both relying on slide presentations. The first part is general and deals with the physical plant, arrangement of materials and a brief introduction to the card catalog and Readers' Guide. The second part is more detailed and places greater emphasis on the catalog and periodical indexes.

12I - Genung, Harriett. "Can Machines Teach the Use of the Library?," COLLEGE AND RESEARCH LIBRARIES, 28:25-30, January, 1967.

"The Library at Mt. San Antonio College has experimented with the use of machines in teaching library usage to patrons. Five videosonic machines were programmed to teach general information on the library and to give instruction in the use of periodical indexes and the card catalog. Controlled study indicated that students who utilized the machines used the library more efficiently and sought service from staff members less frequently than students who did not utilize them. Despite several mechanical limitations, increased use of teaching machines for this purpose is indicated."

13E - Hartz, Frederic R. "Freshman Library Orientation: A Need for New Approaches," COLLEGE AND RESEARCH LIBRARIES, 26:227-31, May, 1965.

"Reevaluation of freshman library orientation program is suggested with major emphasis on: (1) the need for a continuing four or five year orientation program; (2) increased college enrollments; (3) new media of communication; and (4) increased emphasis on the individual student. A brief historical review is presented followed by the development of the major theme. A typical, continuing four-or five-year orientation program is outlined in some detail, and the use of newer media is encouraged."

14J - Holley, Edward G. and Robert W. Oram. "University Library Orientation by Television," COLLEGE AND RESEARCH LIBRARIES, 23:485-91, November, 1962.

The University of Illinois faced with a typical problem, too many students and no staff or time, turned to T.V. The authors describe some of the problems encountered in developing a video taped orientation of the education library and tour of the general library. Both programs were integrated into the university freshmen orientation program with limited success.

15J - McComb, Ralph W. "Closed Circuit Television in a Library Orientation Program," COLLEGE AND RESEARCH LIBRARIES, 19:387+, September, 1958.

The librarian addressed eight sessions of about 400 students each over CCTV. The twenty minute session provided information on the libraries location, use of the card catalog, special services and the importance of book skills. The address was followed by small group tours of the library. An evaluation showed that students felt the library tour was considerably more useful than the talk.

16E - Phipps, Barbara H. "Library Instruction for the Undergraduate," COLLEGE AND RESEARCH LIBRARIES, 29:411-423, September, 1968.

"An effort was made to determine the current state of library instruction to undergraduates in American Colleges. Literature was searched and a questionnaire was distributed to two hundred colleges. As was expected, dissatisfaction with the status quo is almost universal. A wide range of practices is reported, with the most promising future appearing to lie in the area of programmed instruction and audio visual aids to teaching." A good survey of the state of the art.

DREXEL LIBRARY QUARTERLY

17C - Culkin, Patricia B. "Computer-Assisted Instruction in Library Use," DREXEL LIBRARY QUARTERLY, 8:301-311, July, 1972.

Over twenty CAI library orientation programs are currently being used at the University of Denver. Some of the course offerings are described along with an evaluation of their use. Some of the practical problems associated with CAI are also presented.

18E - Gardner, Jeffrey J. "Point-Of-Use Library Instruction," DREXEL LIBRARY QUARTERLY, 8:281-285, July, 1972.

Brief discussion of several point-of-use programs developed for M.I.T.'s Project Intrex, sound-filmstrips, slide-tape and audio programs were used to teach the use of various indexes. The programs were well received with audio programs receiving the most use.

19J - Hackman, Martha. "Proposal for a Program of Library Instruction," DREXEL LIBRARY QUARTERLY, 7:299-308, July-October, 1971.

Proposal to replace an existing telecourse (see Brown-"TV or The Herded Tour.") with more traditional orientation methods.

20C - Hansen, Lois N. "Computer-Assisted Instruction in Library Use: An Evaluation," DREXEL LIBRARY QUARTERLY, 8:345-355, July, 1972.

Analyzes the results of the University of Denvers experiences with CAI (see Culkin). The initial response has been very positive with one third as many people used the CRT terminal as approached reference librarians for assistance. Respondents to a questionnaire indicated: (1) they learned what they wanted to know 94%, (2) found CAI instruction more valuable than other library use instruction 84%, (3) would take more such courses 85%, and (4) wanted more programs added 100%.

21H - Howison, Beulah C. "Simulated Literature Searches," DREXEL LIBRARY QUARTERLY, 7:309-320, July-October, 1971.

An excellent description of how one goes about preparing a simulated literature search using slide tape programs. Discusses some of the problems encountered with slide tape programs as well as possible solutions.

22H - Palmer, Millicent. "Creating Slide Tape Library Instruction: The Librarians Role," DREXEL LIBRARY QUARTERLY, 8:251-267, July, 1972.

An excellent description of how you create slide tape programs. Included are discussions of such subjects as (1) people, equipment, software, and how you put all of the elements together.

23H - Palmer, Millicent. "Library Instruction at Southern Illinois University, Edwardsville," DREXEL LIBRARY QUARTERLY, 7:255-276, July-October, 1971.

A general overview of the SIU orientation program with specific reference to several slide tape programs. The first is a 20-minute color slide synchronized sound production describing (a) the physical arrangement of the library (b) general concepts and the variety of resources available and (c) the general arrangement of the resources. A second slide tape series entitled "Drama Sources and the Art of Retrieval" were prepared for second quarter English composition students.

FILM LIBRARY QUARTERLY

24D - Sherman, Steve. "Do It Yourself-For Under $100.00", FILM LIBRARY QUARTERLY, 46-48, Spring, 1969.

Describes how the University of Alaska developed a 20-minute 8mm, color and sound library orientation film. The film follows two students from the card catalog through the various areas of the library, introducing the audience to locations of materials and services, and to circulation procedures.

ILLINOIS LIBRARIES

25H - Evans, Roy W. "Using Slides for Library Orientation," ILLINOIS LIBRARIES, 51:300-303, April, 1969.

Describes a study to determine whether-or-not a group of high school students shown a slide-tape orientation program would learn more than a group provided with the traditional lecture. The findings indicated no significant difference between the two groups.

26F - Wendt, Paul, "Programmed Instruction for Library Orientation," ILLINOIS LIBRARIES, 45:72-7, February, 1963.

Provides a critical examination of the more common approaches to Library Orientation including those using the newer media. The major advantages and characteristics of programmed instruction are discussed. Emphasis is placed upon the orientation program developed at Southern Illinois University.

JOURNAL OF EDUCATION FOR LIBRARIANSHIP

27G - Allen, Kenneth W. "The Use of Slides for Teaching Reference," JOURNAL OF EDUCATION FOR LIBRARIANSHIP, 6:137-9, Fall, 1965.

"This study was conducted to determine the effects of the utilization of 2 x 2 color slides in the teaching of a unit of school library reference material to prospective teachers." An experimental group received a lecture plus the visuals while a control group received only the lectures. The pre-test-post-test showed a significant difference in favor of the experimental group at the .001 level. The author also summarizes the reactions of a third group which received both methods of instruction.

28F - Monroe, Margaret E. "The Core Courses at Wisconsin," JOURNAL OF EDUCATION FOR LIBRARIANSHIP, 9:116-122, Fall, 1968.

The University of Wisconsin (Madison) undertook the development of Programmed library courses to meet the needs of off campus students and to provide individualized instruction for on campus students. A cataloging course has been completed and tested, however, plans for reference and management courses have been dropped. Consideration is given to developmental problems and to the future implications of programmed instruction at the graduate level.

29F - Penland, Patrick R. "Programmed Instruction at Southern Connecticut," JOURNAL OF EDUCATION FOR LIBRARIANSHIP, 6:55-60, Summer, 1965.

"The purpose of this article is to discuss programmed texts as teaching devices integrated into the presentation and development of library science core courses." Each student is required to work the program, analyize the programs structure, evaluate his reasons for taking the course, and analyize the programs content. The value of this approach lies in the opportunity it provides students to expand and deepen their conceptualization of course content."

JOURNAL OF EDUCATIONAL RESEARCH

30I - Wendt, Paul R. Grosvenor Rust. "Pictorial and Performance Frames in Branching Programmed Instruction," JOURNAL OF EDUCATIONAL RESEARCH, 55:430-32, June-July, 1962.

Students were taught how to use the Southern Illinois University Library using programmed instruction of the branching type.

Branching was used because: the program was automated; it allowed for a greater degree of individualized instruction and it allowed for the elicitation of wrong responses. Pictorial and performance frames were used to maximize transfer to the actual library situation. Students exposed to the pictorial and performance frames performed significantly better on actual library assignments.

LEARNING TODAY

31E - Woelflin, Leslie. "Instruction in the Undergraduate Library-College," LEARNING TODAY, 5:40-48, Winter, 1972.

A general discussion on the use of the new media in individualizing library orientation. Emphasis is placed on the role of CAI.

LIBRARY ASSOCIATION RECORD

32J - Dean, Barbara E. "Television in the Service of the Library," LIBRARY ASSOCIATION RECORD, 71:36-38, February, 1969.

Discusses the use of CCTV in library orientation topics such as script writing and production problems are covered.

LIBRARY JOURNAL

33D - "Alaska's Orientation Film Made for $75.52," LIBRARY JOURNAL 93:4234, November 15, 1968.

The library shot a 20-minute 8mm, color, and sound orientation film. "The film follows two Alaska students from the card catalog through the various areas of the library, introducing the audience to locations of materials and services, and to circulation procedures."

34H - Biermann, June. "Library Orientation in Kodacrome," LIBRARY JOURNAL, 83:2456-57, September 15, 1968.

Orientation program consisting of color slides and a synchronized tape is presented to all freshmen.

35J - Bolander, Louis H. "T.V. Classroom on Library Techniques," LIBRARY JOURNAL, 80:2471-2, November 1, 1955.

An account of the library indoctrination program conducted at the U.S. Naval Academy consisting of a T.V. lecture on basic library materials. The chief benifits seem to be: (1) the T.V. screen draws and holds attention and (2) small objects like catalog cards can be seen by everyone.

36J - Brown, Clayton. "T.V. or the Herded Tour," LIBRARY JOURNAL, 90: 2214-18, May 15, 1965.

Describes some of the problems encountered in taping a series of four library orientation lectures. Evaluates the program from the viewpoint of the student and library staff. Concludes by listing some of the essentials for successful televised library instruction.

37A - Cammack, Floyd M. "Radio Active Library," LIBRARY JOURNAL, 90:4300-02, October 15, 1965.

Oakland University Library installed a small radio transmitter and aerials (learning loops) around the library. Students wearing transistorized headset radio receivers were able to listen to music and taped lectures. The mobility of the system allowed the students to move about the library in conjunction with orientation and bibliographic lectures.

38D - Colby, Robert A. "Film Stars-Librarians and Students," LIBRARY JOURNAL, 82:728-30, March 15, 1957.

Provides insight into some of the joys and problems librarians will encounter in producing their own film.

In this case the Queens College Library Staff made a 16mm color sound film entitled "Research in the Library." The problems and procedures are much the same for 8mm film production.

39D - Gerlach, Vernon S. and Irene Farnbach. "How to Teach Library Skills Without Really Being There," LIBRARY JOURNAL, 89:921-22, February 15, 1964.

Describes a program for developing 8mm single concept films for use in teaching the use of the card catalog to elementary school children. Points out the advantages of this relatively new tool and the case with which single concept films can be produced. This area remains largely unexplored at the college level.

40J - Hertel, Robert R. and others. "T.V. Library Instruction," LIBRARY JOURNAL, 86:42-6, January 1, 1961.

"An administrator, a teacher and a T.V. director present three views of a recent experiment with closed-circuit television for library instruction." The results show no appreciable difference in the achievement of those who had the library lessons by T.V. and those who...received the instruction in the traditional way." Eighty five percent of the students prefered T.V. instruction to the large group lecture.

41H - Moody, Roland H. and Albert M. Donley Jr. "Library Orientation for College Freshmen: Using A-V Materials for Orientation Lecture," LIBRARY JOURNAL, 81:1228-30, May 15, 1956.

Recounts typical problems encountered with the library tour. The authors turned to a 25 minute slide presentation with taped narration supplemented with displays explaining various library tools.

42E - Motley, Drucilla. "Old Wine, New Bottles," LIBRARY JOURNAL, 93:3932-3, October 15, 1968.

A brief overview of library orientation programs using transparencies, slides, 8mm camera and the tape recorded. Describes some of the new materials available.

43J - "Videotape for Orientation at University of Washington," LIBRARY JOURNAL, 93:3740, October 15, 1968.

The 40 minute videotape replaces the orientation tour. An informal approach was used with one library staff member interviewing librarians in their various departments.

LIBRARY TRENDS

44E - Wendt, Paul. "New Library Materials and Technology for Instruction and Research," LIBRARY TRENDS, 16:197-210, October, 1967.

"A review of the research literature published since 1960 on using modern communications technology for library instruction." The author concludes....that there has been a growing amount of experimentation on the use of both new and traditional instructional aids in teaching library science, for example, color slides, new programmed learning materials, closed-circuit and broadcast television, tape recordings, overhead transparencies, and single concept films." However ". . . experimentation completed in informal or undergraduate settings has not been matched in volume or quality by research pertaining to library science instruction as conducted on the graduate level."

LIBRARY WORLD

45E - Revill, D. H. "Teaching Methods in the Library: A Survey from the Educational Point of View," LIBRARY WORLD, 71:243-249, February, 1970.

A general overview of various methods of library orientation including discussions of the newer media. Each discussion includes the advantages and disadvantages of each media.

MEDICAL LIBRARY ASSOCIATION BULLETIN

46A - Eaton, Elizabeth S. "Library Orientation Methods," MEDICAL LIBRARY ASSOCIATION BULLETIN, 60:133-37, January, 1972.

Two audiotape programs are described. One is a tour of the library including location information as well as instruction in the use of basic library tools. The second is an explanation of the use of Index Medicus accessed by a phone located at the index table.

PNLA QUARTERLY

47I - Reed, Gerald. "Programmed Instruction: A Challenge to Librarians," PNLA QUARTERLY, 17:108-112, January, 1963.

"Notes that librarians may find teaching machines helpful in teaching library skills to college students, answering simple reference questions, training library staff, and in teaching library sponsored reading improvement courses."

PHI DELTA KAPPAN

48I - Wendt, Paul R. and Grosvenor C. Rust. "Programmed Instruction for Transfer to the Real Life Situation," PHI DELTA KAPPAN, 44:273-7, March, 1963.

Describes the teaching machine developed at Southern Illinois University. The authors developed a programmed library orientation sequence emphasizing transfer to real life situations. This was accomplished utilizing a pictorial and performance frames which proved effective in transferring knowledge to effective library use.

R. Q.

49A - Powell, Ronald H. "Library Orientation," R. Q., 11:147-48, Winter, 1971.

An individualized instruction program utilizing a cassette tape recorder. The student charges out the equipment and tours the library and studies its resources on his own time.

SCHOOL LIBRARIES

50J - Clinch, Barbara. "Closed Circuit TV and the Librarian," SCHOOL LIBRARIES, 14:17-22, May, 1965.

Although describing uses of CCTV at the high school level, many of the observations are useful at the college level. The author discusses the following topics: cost effectiveness, equipment necessary, advantages and disadvantages of CCTV Teaching, use by librarians, and implications for future use.

SPECIAL LIBRARIES

51H - Allard, M. Kay and others. "An AV Workshop Approach to Teaching The Use of CA Indexes," SPECIAL LIBRARIES, 62:435-37, October, 1971.

A slide tape presentation describing how to use Chemical Abstracts. "The use of problem sheets, color coded to the various types of indexes and the monitors' presearched answer guides allows the participants to work at their own pace, to check answers immediately and to receive explanations easily and quickly while working on a problem."

52C - Jerigan, Elizabeth Thorne. "Computer-Assisted Instruction for Library Processes," SPECIAL LIBRARIES, 58:631-3, November, 1967.

"Computers, which have become widely available in industry, can constitute a valuable resource for special libraries. One potential use is computer-assisted instruction. Experimental work with three different types of programmed sequences for teaching correct bibliographic style, indexing, and other library processes is described."

53H - Keller, Warren C. "Monsanto Information Center's Audio-Visual Orientation Program," SPECIAL LIBRARIES, 57:648-51, November, 1966.

"The establishment of the information center at Monsanto's new research center introduced new problems in mass instruction of potential library users. The audio-visual type of presentation utilizing color slides and a recorded sound track was used to provide new employees with a visual concept of the library and its services. Production of the films was done by service groups within the central research department with the assistance of the library staff. Procedures for preparation of such orientation films are discussed."

TEXAS LIBRARY JOURNAL

54J - Heineke, Charles D. "Library Orientation and Closed-Circuit TV at Midwestern University," TEXAS LIBRARY JOURNAL, 44:167, Winter, 1968.

Describes how a thirty minute library tour was developed and utilized.

WILSON LIBRARY BULLETIN

55I - McCoy, Ralph E. "Automation In Freshman Library Instruction," WILSON LIBRARY BULLETIN, 36:468-70+, February, 1962.

Discusses the orientation experiments conducted at Southern Illinois University using a specially designed teaching machine. Provides a lengthy description of the methods of programming and actual operation of the machine. Students were divided into three groups: those taught by conventional methods, those taught by machine and those receiving no instruction. "Those without instruction performed decidedly less well than those with instructions. There was no significant difference, however, in the achievement scores of the lecture-taught and machine taught students."

56H - Newman, John. "Library Orientation in the Community College," WILSON LIBRARY BULLETIN, 46:856, May, 1972.

A very brief description of an orientation program using slide-tapes and self-instruction kits.

WISCONSIN LIBRARY BULLETIN

57E - Schwarz, Philip J. " Instruction in the Use of Microform Equipment," WISCONSIN LIBRARY BULLETIN, 67:341-43, September, 1971.

Discusses several approaches to teaching students how to use microform equipment including slides and single concept films.

ERIC DOCUMENTS

58C - Axeen, Marina E. "Teaching Library Use to Undergraduate-Comparison of Computer-based Instruction and the Conventional Lecture. Final Report." Illinois University, Urbana, August, 1967. ERIC Document Number 014 316.

"The over-all objective of this study was to provide specific information concerning the effectiveness of computer-based instruction in teaching the use of the library. The sixty-six students who participated in this three semester experiment were undergraduates enrolled in library science 195, a course offered for credit by the University of Illinois Graduate School of Library Science. The experimental group received their instruction by the lecture method. The author wrote a 923-Frame Program, excluding the "help" sequences for the Plato Teaching System. The following are some of the conclusions drawn from this study - 1. students under both treatments made significant gains in their knowledge of library use, 2. the experimental and control groups did not differ significantly in the amount of knowledge gained as a result of their respective treatments, 3. it was seen that in class the experimental group covered the same amount of material in less time than the control groups, 4. much more time was required for the initial preparation of PLATO lessons than conventional lectures, 5. subsequent preparations for PLATO lessons required much less time than subsequent conventional lecture preparations, 6. PLATO instruction required less teaching assistance than conventional lectures, 7. instructor's time during administration of lectures far exceeded the amount needed for the administration of the Plato Method."

59J - Larson, Dale M. "Library Instruction in the Community College: Toward Innovative Librarianship," 1971, ERIC Document Number 054 765.

"Although multimedia centers routinely coexist with community college libraries, media use in library instruction has been limited, a surprising fact in view of rapidly expanding enrollments. This study documents current practices in five Southern California community college libraries, and proposes and outlines a videotape for effective instruction in library skills. The proposed videotape has been produced by students at Saddleback College (California), providing both a high level of library learning for participants in the project and a flexible teaching aid now in use at the college. The study includes summaries of librarians' responses and sample forms for use with the videotape."

60B - Liberman, Irving. "A Working Bibliography of Commercially Available Audio-Visual Materials for the Teaching of Library Science," University of Illinois Graduate School of Library Science, Occasional Paper No.94, Urbana, December, 1968, also ERIC Document Number ED 043 353.

A selective, non-evaluative bibliography of films, filmstrips, tapes and non-projected graphic materials. Includes annotation, distributor, price, L.C. card number; and EFLA card number when found in the bibliographic source searched.

61E - Paulson, Bruce L. "Junior College Library Orientation Innovations." 1968. ERIC Document Number ED 019 058.

"As the image of the Junior College Library has changed from that of a book depository to that of an active learning resource center, the need for student orientation to its effective use has increased. Programs at eight colleges illustrate the variation in such programs- (1) Stephens College has four instructional sessions to provide orientation to the library, understanding of library organization, familiarity with reference materials, and competence in the use of indexes.

An orientation tour, closed circuit television, and two briefing sessions are used. (2) Monteith College promotes student skills by library research assignments integrated with interdisciplinary general education courses. (3) Film lecture presentations by librarians, accompanied by a handbook, are followed at Foothill College by library usage tests in freshman orientation and composition classes. (4) St. Peterburg Junior College uses a television orientation program. (5) At California State College at Los Angeles, a freshman requirement is a videotaped lecture instruction program. (6) The University of New Hampshire uses a handbook and test sent to students before classes begin. (7) Teaching machines are used at Southern Illinois University. (8) At Mount San Antonio College, students are scheduled into 3-session orientation classes, consisting of greetings, tours, visual projections, lecture-di-sarmors, three assignments, and a quiz."

62F - Walker, Richard D. "Independent Learning Materials In Library Science Instruction: A Report of a Series of Experiments on the Efficacy of a Programmed Text Developed in the Instructional Media Program at the Library School of the University of Wisconsin." Wisconsin University, Madison, 1968. ERIC Document Number ED 025 296.

"As part of the Articulated Instructional Media (AIM) program at the University of Wisconsin which is intended to extend higher education to people who would not otherwise have opportunities for study, the Library School program was conducted to develop independent study courses for the four beginning core areas of librarianship. The purpose of this present study was to evaluate the first segment of the cataloging course which was used in three library science programs.

The experiment involved four classes in cataloging and classification in which the control groups were taught by regular instructors and conventional lecture-laboratory methods and the experimental groups used the materials developed for independent study. These materials consisted of a programmed text, an index, a number of appendices, resumes of the materials programmed, and a group of books assembled for use in the final session. It was concluded that: (1) the learning achievement of students using the independent study materials is sufficiently high to justify their use in teaching the same material now taught by conventional classroom methods, (2) students using the materials reacted favorably to them, and (3) retention of subject matter learned through independent study is not different from the retention of those students who had been taught in classroom situations. The attitude questionnaire showing student responses is appended."

631 - Wendt, Paul R. and others. " A Study to Determine the Extent to Which Instruction to University Freshmen in the Use of the University Library can be Turned over to Teaching Machines, Final Report." Southern Illinois University, Carbondale, July 1963, ERIC Document Number ED 003 559.

"A branching teaching-machine program was developed to teach freshmen to locate materials without the help of a librarian. The student was seated in front of a console in a darkened, quiet, air-conditioned room. Using a keyboard, the student was able to call up on a screen any one of 150 slides. Pictorial and performance frames were developed to maximize transfer to the actual situation on the library floor. An experimental group of 66 students was assigned to learn to use the library from the teaching machine only. A control group of 53 students was to learn the same content from a series of library tours and illustrated lectures.

A group of 74 students received no instruction in the use of the library. No significant differences in the experimental group and the control group were demonstrated. This report describes three other studies-(1) development of a film to motivate students toward an interest in books and objective measure of students' interest through infrared photography of students during a viewing, (2) development and testing of an audio presentation to replace written words in the teaching machine program, and (3) development and testing of a programmed course to teach graduate students how to do research on U.S. Government Documents."

64I - Wendt, Paul R. and others. "To Test Refinements in Intrinsic Programing In Pictorial, Audio, and Performance Frames to Maximize the Probability of Desired Terminal Behavior." Southern Illinois University, Carbondale, September, 1965. ERIC Document Number ED 003 235.

"A series of seven studies was conducted concerning factors in branching (programmed instruction), using simulation techniques of pictorial or audio stimulus frames and of performance responses. Using variations of three of the four programs originally written to instruct college juniors and seniors in the use of the university library, the studies were directed toward the introduction of simulation techniques into the programs. The goal was to increase the probability of achieving the desired terminal behavior. There were two types of simulation used-(1) color photographs were included in every instruction frame, combined with relevant verbal instruction in print, and (2) performance frames at a number of points in the program required the learner to stop the program and perform correctly a task before continuing with the program. All subjects received a pretest form of a criterion test. Subjects were assigned to the teaching machine 1-3 weeks after the pretest.

Following the programmed instruction, the post-test was administered. In addition to a review of the validity of performance frames, this report described seven different experiments involved in the study series. The researchers stress that care must be taken to maintain the need for academic recognition by making programmed instruction an integral part of course assignments."

OTHER MATERIALS

65E - ChessHyre, H.A. and P. J. Hills. "Evaluation of Student Response To A Library Instruction Trials Programme Using Audio-Visual Aids." Educating the Library User: International Association of Technical University Libraries Conference, 1970. Loughborough. Proceedings of the Fourth Triennial Meeting of IATUL Loughborough, April 1st-3rd, 1970. Edited by C. M. Lincoln, Loughborough, England: University of Technology Library, 1970.

A brief report on the use of audio-visual aids in library instruction. Emphasis is placed on slide-tape and tape alone presentations.

66B - Hopkinson, Shirley L. Instructional Materials For Teaching The Use of The Library, San Jose, California: Claremont House, 1971, 64p.

"A selected, annotated bibliography of films, filmstrips, books and pamphlets, tests and other aids."

67B - Sandifer, Joy Y. "A Bibliography of Materials for Library Instruction at the Secondary and College Level: Classified, Annotated, and Graded." Unpublished masters thesis, 1967, University of Mississippi.

Materials are classified according to units of instruction, including orientation, periodicals and periodical indexes, reading guidance, general reference, and special reference. Each unit is in turn subdivided by type of material e.g: periodical articles, books, handbooks and manuals, filmstrips, motion pictures, recordings, transparencies, pamphlets, and other visuals.

68I - Wendt, Paul R. "Programmed Instruction for Transfer to the Real Life Situation." IMPLICATION OF THE NEW MEDIA FOR THE TEACHING OF LIBRARY SCIENCE. Harold Goldstein editor. University of Illinois Graduate School of Library Science Monograph Series No.1, Champaign; Illinois Union Bookstore, 1963, pp.77-99.

A discussion of the use of machines in the teaching of college library orientation. Describes the system developed at Southern Illinois University and reports some of the findings resulting from orientation research.

69I - Williams, George L. "An Automatic and Continuous Program of Education in the Use of Library Materials," Unpublished Masters Thesis, Kent State University, Kent, Ohio, 1951.

Describes the procedures for developing a library orientation slide series for use with the admatic slide projector. The projector is a self contained unit employing a circular card tray with a maximum capacity of thirty slides. The slides are projected on a 16" x 23" rear view screen for a period of six seconds each. The projector is designed for use in the lobby or near the tools depicted on the slides. Scenaries were written describing "the use of books, dictionaries, encyclopedias, Readers' Guide....and the card catalog...." only the scenario describing the use of the unabridged dictionary was produced and this was not tested in a library situation.

70J - Wyatt, R. W. P. "The Production of Video-Tapes for Library Instruction-An Account of Experiences at Brunel University." Educating the Library User: International Association of Technical University Libraries, Conference, 1970, Loughborough, April 1st-3rd, 1970. Edited by C.M. Lincoln, Loughborough, England: University of Technology Library, 1970.

A general outline of orientation activities available to the students of a technical university. Includes information on the equipment and procedures used. A subjective evaluation of the results is also included.

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